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ABSTRACT

To provide information about teacher leadership in the trade and industry field, a study focused on the extent to which trade and industry educators performed teacher leadership behaviors and identified predictors of teacher leadership behaviors. A model of factors having potential influence on the leadership behaviors of teachers was developed using the predictors of teacher leadership identified in a literature review. To test the model, an ex post facto/correlational study was designed. Of 500 Ohio vocational teachers who were sent the leadership survey materials, 373 responded, with 84 respondents being trade and industry teachers. Data were collected through a mailed questionnaire and analyzed using descriptive statistics, correlations, and multiple regression. Findings indicated teacher agreement that teacher leadership performance was important but confirmed that as individuals they seldom performed teacher leadership. Teacher leadership importance was the best predictor of teacher leadership performance followed by marital status. These variables accounted for over 40 percent of the variance in the dependent variable, teacher leadership performance. Recommendations for further research included identification of what contributes to or inhibits the performance of leadership behaviors, further clarification of the concept of teacher leadership, and use of different research methodologies. (Appendixes contain 24 references, 3 tables, and 1 figure.) (YLB)

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ED 380 569

Predictors of Teacher Leadership for Trade and Industry Teachers

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Running head: TEACHER LEADERSHIP

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Abstract

The focus of this study was to determine the extent trade and industry teachers performed teacher leadership and to identify the predictors for the emergence of teacher leadership. The design of this study was ex post facto/correlational. The unit of analysis for this study was Ohio secondary trade and industry educators. Data were collected through a mailed questionnaire and analyzed using descriptive statistics, correlations, and multiple regression. The teachers agreed that teacher leadership performance was important (3.0 on a 4.0 scale); however, they also confirmed that they as individuals seldom performed teacher leadership (2.4 on a 4.0 scale). Teacher leadership importance was the best predictor of teacher leadership performance followed by marital status. These variables accounted for over 40% of the variance in the dependent variable, teacher leadership performance.

Predictors of Teacher Leadership for Trade and Industry Teachers

Like most areas of education, trade and industry education is experiencing the challenge of reforming its program to meet the demands of the 21st century. If trade and industry educators do not refine their delivery system and provide strong leadership to education, others may better meet the needs of the workforce (Van Deursen, 1991). Developing the capacity of leadership among teachers is one way to prepare the field to meet this challenge. Teachers are often an untapped and under-valued pool for leadership in education. Although leadership is only one of several significant variables in a group or institution (Gibb, 1983), it appears to be impossible to improve the performance of students, teachers, administrators, and schools without promoting leadership in education by teachers.

To provide information about teacher leadership in the trade and industry field, this study focused on the extent to which trade and industry educators performed teacher leadership behaviors and identified predictors of teacher leadership behaviors.

Review of Literature

Despite all the attention that leadership attracts, there is no agreement about what it is (Daby, 1991; Finch & McGough, 1982; and Moss & Johansen, 1991). From an extensive review of the literature, Bass (1990) suggested that twelve different perspectives of leadership exist. Leadership can be viewed as: a) a focus of group processes; b) personality and its effect; c) the art of inducing compliance;

d) the exercise of influence; e) an act or behavior; f) a form of persuasion; g) a power relation; h) an instrument of goal achievement; i) an emerging effect of interaction; j) a differentiated role; k) the initiation of structure; and l) a combination of elements.

In regard to trade and industry education leadership, many of these perspectives can be operating at once. For instance, Maley (1985) offered technology educators the following definition of leadership.

> Leadership is that common quality that extends into practically every area of the human experience. Its embryo does not reside in a position, a title, or a rank, but in a particular type of overt performance or human involvement that emanates from the person. It grows out of the spirit that lies within the individual. It is in many instances a commitment translated into performance and reality. It develops out of a personal value system that achieves fulfillment in a particular relationship to others--individually or collectively. It is a projection of one's inner conscience towards that which exists beyond the self. It is that common quality that extends the uncommon nature of the human into the lives and actions of others. (p. 7)

Teacher Leadership

Teacher leadership differs from leadership exercised by individuals in other public arenas or within the school system itself. Lieberman, Saxl, and Miles (1988) consciously use the term teacher leaders to suggest that "there is not only a set of (leadership) skills that are teacher-like, but a way of thinking and acting that is sensitive to teachers, to teaching and to the school culture" (p. 148). Although many acknowledge the unique features of teacher leadership, there is little agreement as to what ought to be the focus of teacher leadership. In order to function as teacher leaders, trade and industrial education teachers must be

knowledgeable and skilled not only in their teaching specialty, but also in the functions of leadership. Leadership entails being lifelong learners and master teachers who enjoy helping students reach beyond themselves to self-fulfillment (Wening & Matthews, 1983).

Educational, instructional, organizational, supervisory, administrative, community, and political leadership exist within teacher leadership. Teacher leadership can be defined in terms of these types of leadership within education. According to Wever and Wever (1955), educational leadership is the "process in a school community which yields control of school affairs by consensus; which yields agreements among students, teachers, parents, administrators, boards, and lay people upon principles which should govern the administration, operation, and management of the schools; which yields agreement among these same groups concerning policies which should be adopted by the board and the staff; and which brings about plans of action for dealing with school problems which are consistent with the agreements reached" (p. 81). According to Sergiovanni, (1984), educational leadership is directly concerned with the development and articulation of educational programs.

The National Association of Secondary School Principals (1990) defined instructional leadership as "the initiation and implementation of planned changes in a school's instructional program, through the influence and direction of various constituencies in the school" (p. ##). Although not limited to principals, some view instructional leadership as a principal's responsibility. Current trends in educational administration shift some of the focus to organizational leadership in addition to educational and instructional leadership in schools. Organizational

leadership relates to communication, decision making, and morale (Sergiovanni & Elliott, 1975). Supervisory leadership consists of teachers working directly with other teachers to give advice and counsel concerning improvements of the teaching-learning process (Hoy & Forsyth, 1986; Sergiovanni, 1984).

Sergiovanni (1984) defined administrative leadership as concern for the maintenance of an information system and of a routine decision-making system and an evaluation of administrative procedures in an attempt to reduce them substantially. Community leadership is not always considered part of teacher leadership. Weber and Weber (1955) believe community participation is an obligation of teacher leaders. Participation lends itself to teachers emerging as leaders in a community through their teaching role and positions teachers as activists who promote public learning (Feiman-Nemser & Floden, 1986).

In recent times, political leadership has become necessary for teachers as several factors have come about which make schools political organizations. Educational legislation, dramatic court cases, and contested school board elections are examples of factors contributing to schools becoming political organizations. Teachers engage in political activities which include persuasion, granted authority, voting, and bargaining as methods for reconciling differences. They have also become involved in making and enforcing policy (Sergiovanni, et al., 1980).

Although research-based information specifically about teacher leadership is lacking, much conceptualizing and speculating has occurred regarding what teacher leadership could and ought to be. The previously cited authors have addressed types of teacher leadership, but no research was found that addressed a

holistic approach to teacher leadership behaviors which included the seven types of leadership discussed.

Predictors of Teacher Leadership

In preparing teachers for leadership roles, examination of the circumstances in which teacher leadership has thrived is necessary. This has the potential to facilitate the removal of impediments to teacher leadership (Barth, 1988) and the identification and nurturing of predictors of teacher leadership. In one of the most extensive investigations of teacher leadership to date, Hatfield, et al. (1986) found that the majority of teacher leaders (i.e., those teachers who assume or are placed in positions that require responsibilities beyond the expected classroom assignment) had between 10-18 years of experience and had obtained a master's degree. They also had additional responsibilities in the school which included such roles as department head; coach, class sponsor, club advisor, and curriculum and staff consultant.

Lieberman, Saxl, and Miles (1988) identified personal and professional characteristics in their study of 17 teachers who played leadership roles in a variety of schools in a large eastern city. Characteristics of those teacher leaders included: a) possession of a broad range of skills, abilities, experiences; b) involvement in curriculum development; c) teaching new curriculum to others; d) array of academic pursuits and accomplishments; e) holding positions in which they had gained experience in administrative and organizational skills; f) knowledgeable about community concerns and schools; g) being risk takers and h) interpersonal skills which helped them legitimate their positions in their schools amidst often

hostile and resistant staffs. Knowledge of such characteristics provides the opportunity for identification and development of future leaders. However, one must keep in mind that in some instances teachers do not want to be leaders. Their view of teaching responsibilities places little importance on leadership functions of teachers (Rallis, 1988).

Other variables of interest have been found to influence the emergence of teachers as leaders. The climate of the school must support the development of teacher leaders (Wasley, 1991; Hoy & Forsyth, 1986; Rallis, 1988). School administrators can be either facilitators or barriers to teacher leadership (Bolin, 1989; Hatfield, 1986; Rallis, 1988). Availability of resources such as professional development opportunities, financial support, and supplies facilitated the emergence of some teacher leaders (Hatfield et al., 1986).

Some researchers have approached teacher leadership from the perspective of school climate. Healthy schools are ones in which the teachers, administrators, and board are in harmony, and the school meets both its organizational and people needs as they pursue their mission (Hoy & Tarter, 1992). Healthy schools produce stronger leaders who are more confident, secure, and resourceful than those in unhealthy schools (Hoy & Forsyth, 1986; Hoy & Feldman, 1987). Multiple interpretations of teacher leadership among administrators and teachers can be problematic and can lead to disharmony and unhealthy schools (Wasley, 1991). Dialogue regarding perceptions and beliefs related to teacher leadership is helpful in facilitating the development of teacher leadership.

The individual value placed upon leadership is also a consideration in teacher leadership. Each leader has a personal belief system regarding leadership. If one

wants to understand the behavior of individual teacher leaders, one must begin by attempting to find out what they think about the situation in which they would be leaders (Pfeffer, 1977).

The purpose of the study was to examine teacher leadership performance as accounted by personal characteristics, professional characteristics, school health, and teacher leadership importance.

The following research questions guided the investigation:

1. What are the characteristics and experiences of trade and industry teachers in terms of personal characteristics, professional characteristics, school health, and teacher leadership importance?
2. To what extent do trade and industry teachers perform teacher leadership?
3. What relationships exist between teacher leadership performance and teacher personal characteristics, professional characteristics, school health, and teacher leadership importance?
4. Which factors are the best predictors of teacher leadership performance?

Method

A model of factors having potential influence on the leadership behaviors of teachers was developed using the predictors of teacher leadership identified in the review of literature (Figure 1). To test the model, an ex post facto/correlational study was designed.

Insert Figure 1 about here

Subjects

Data were drawn from the Ohio Teacher Leadership Database (Vail, 1991). This database was constructed from the population of Ohio secondary vocational teachers as defined by a sampling frame obtained from the Ohio Department of Education. A total of 9,819 teachers were identified on the sampling frame. A random sample of 500 Ohio vocational teachers were sent the leadership survey materials. 373 responses were received.

A total of 84 trade and industry teachers were included in the Ohio Teacher Leadership Database and served as the sample for this study. Since the population for the original database was drawn from all secondary vocational teachers and not trade and industry teachers, the results of this study cannot be generalized to the larger population of trade and industry teachers in Ohio.

Instrumentation

The instrumentation was designed to reflect the predictors of teacher leadership behavior identified in the literature. The instrumentation consisted of a questionnaire with three separate sections--the Organizational Health Inventory (OHI), the Teacher Leadership Scale, and the Personal and Professional Characteristics Questionnaire.

The OHI, developed by Hoy and Feldman (1987), was used to measure school health and contains the dimensions of academic emphasis, morale, institutional integrity, resource support, consideration, initiating structure, and

principal influence. The OHI is a 44-item instrument of descriptive statements. Respondents were asked to indicate the extent to which each statement characterizes their school along a four-point Likert scale as rarely occurs, sometimes occurs, often occurs, or very frequently occurs. Hoy and Feldman (1987) report that the stability of the factor structure of the OHI supports the construct validity of their seven dimensions of school health. Relatively high reliability scores for each of the dimensions were calculated and range from .87 to .95. Crobach's Alpha was used in the pilot study and with the actual sample. The reliability coefficients were .92 and .93, respectively.

The Teacher Leadership Scale was used to determine the frequency of leadership behavior occurrence and the perceived importance of teacher leadership. This scale was developed by Vail (1991) by adapting the teacher leadership competencies identified by Sergiovanni (1984). Five areas of leadership were included: (a) educational/instructional leadership, (b) supervisory leadership, (c) organizational leadership, and (d) administrative leadership. Two other areas of teacher leadership were identified through a review of the literature--community leadership and political leadership. Vail (1991) wrote behavior descriptions for these two areas based on the literature review.

Using the list of teacher behaviors, a Likert scale was developed for each item. A total of 38 items resulted. Respondents were asked to rate the frequency that he/she performs the teacher leadership behavior on a four-point scale--never, little, some, often. Respondents were then asked to rate the importance of a teacher performing this teacher leadership behavior on a four-point scale--not important, somewhat important, important, very important.

After the instrument was developed, content validity was established by submitting the Teacher Leadership Scale to a panel of educational leadership experts and to a group of secondary teachers. Face validity was determined by submitting the instrument to an instrumentation expert and to a group of secondary teachers. A Cronbach's Alpha reliability analysis was performed on the returned data. The reliability coefficient for the Teacher Leadership Performance Scale was .93 for the sample of 84 trade and industry instructors, while the reliability coefficient for the Teacher Leadership Importance Scale was .93.

The researcher-developed Personal and Professional Characteristics Questionnaire was used to determine personal and professional characteristics.

Procedure

Data for the study were collected through a mailed questionnaire. Dillman's (1978) methodology was followed including a pre-mailing post card, first mailing, post card reminder, and second mailing. A final response rate of 75% (n = 373) was achieved with 84 respondents being trade and industry teachers. In order to accommodate for non-response error, an analysis of early and late respondents was conducted on performance of teacher leadership, teacher leadership importance, and school health. No significant differences existed. Since non-respondents are similar to late respondents, it was concluded that there were no differences between respondents and non-respondents (Miller & Smith, 1983).

Once the data were collected, a variety of statistical analyses were used in this study. For each of the leadership predictors, descriptive statistics were computed including frequencies and measures of central tendency. Correlation

coefficients were used to determine relationships between predictors. Regression analysis was used to determine the variance accounted for by the leadership predictor model.

Results

The first research question addressed: "What are the characteristics and experiences of trade and industry teachers in terms of personal characteristics, professional characteristics, school health, and teacher leadership importance?" In terms of personal characteristics, trade and industry teachers were very similar. The majority of respondents were male (87%), Caucasian (93%), average 44 years of age, and were married with children. Fifty percent of the respondents had a master's degree, 30% had a bachelor's degree, 19% had less than a bachelor's degree, and 1% had a doctorate.

In terms of professional characteristics, the average trade and industry teacher had taught for 18 years and was a full-time classroom teacher at the senior high school level. The locations of schools where the teachers taught were evenly distributed in cities, suburban areas, small towns, and rural areas. The mean number of students in their schools was 1055 (SD = 632). Most of the teachers did not have the use of an aide, either full or part time.

Teachers assumed an average of 1.6 additional roles within their schools (See Table 1). Fifty-three (63.1%) trade and industry teachers were involved with vocational student organizations. Other school roles assumed by trade and industry teachers included head coach (F = 21, 25%); assistant coach (F = 13,

15.5%); class sponsor (F = 8, 9.5%); and school committee member (F = 8, 9.5%). In terms of involvement in professional organizations, 64 (76%) were involved in trade and industry organizations, 61 (73%) were involved in general education organizations, and 46 (55%) were involved in organizations unrelated to school.

Insert Table 1 about here

On a scale of one (rarely occurs) to four (very often occurs), teachers had a mean school health score of 2.9 (SD = .4). Hence, trade and industry teachers perceive that behaviors indicative of school health occur often in their school.

In regard to teacher leadership importance, their over-all mean score was 3.0 (SD = .4). This score was based on a scale of one (not important) to four (very important). Trade and industry teachers tend to view teacher leadership behaviors as important.

The second research question focused on: "To what extent do trade and industry teachers perform teacher leadership?" On a scale of one (never) to four (often), teachers described the frequency of performance of teacher leadership in six areas: educational/instructional, political, organization, administrative, supervisory, and community. Their mean teacher leadership score was 2.4 (SD = .4) or somewhere between seldom and sometimes.

The third research question addressed: "What are the relationships between teacher leadership performance and teacher personal characteristics, professional characteristics, school health, and teacher leadership importance?" Table 2 shows

the correlations between teacher leadership performance and personal and professional characteristics. Davis' (1971) conventions for describing measures of association were used to describe the strength of the relationships between variables. A correlation of $R = .59$, $P < .01$ indicated a moderate association between performance of teacher leadership and teacher leadership importance. The more one has the opportunity to perform teacher leadership functions, the more highly one rates such activity as important. A slight relationship existed between teacher leadership and marital status ($R = .35$, $R < .01$) and local involvement in a general education organization ($R = .35$, $R < .01$). Trade and industry teacher leaders tend to be married and involved in an education organization outside of the field of trade and industry. In addition the emergence of teacher leadership behaviors is related to involvement at the state level in a trade and industry organization, the presence of school health in one's school, and having children between seven and eleven.

Insert Table 2 about here

The fourth question explored: "Which variables are the best predictors of teacher leadership performance?" A stepwise multiple regression analysis was computed to determine a regression equation which could best predict the performance of teacher leadership. All independent variables which correlated significantly at .10 or higher with teacher leadership performance were included in the stepwise regression analysis (see Table 3). This included school health, general education organization involvement at the local level, trade and industry

organization involvement at the state level, teacher leadership importance, marital status, and number of children age seven to eleven.

Insert Table 3 about here

Of the six variables in the regression, two were significant. Teacher leadership importance was the best predictor of performance of teacher leadership, accounting for 34.8% of the variance. The second predictor of performance of teacher leadership was marital status, accounting for 5.3% of the variance. These variables account for 40% of the proportion of variance explained in the dependent variable, teacher leadership performance.

Discussion

When trade and industry teachers believe the leadership behavior is important, they are more likely to be moved to action. This provides insight into what teachers might consider to be appropriate leadership behaviors for them to perform. When teacher leadership can be understood and framed from the teacher's perspective, implementation of teacher leadership can begin. Perhaps the marital status of the teacher is a predictor of teacher leadership performance because being married provides support necessary to assume additional responsibilities. Age and years of teaching experience were not found to predict teacher leadership.

The findings of this study lead to several implications for trade and industry educators whether they are teachers, teacher educators, supervisors, or administrators. Trade and industry teachers' views of themselves as teacher leaders, both individually and collectively, are important considerations in developing leadership opportunities and responsibilities. Providing teachers with tasks and responsibilities that are meaningless and unimportant to the teacher will not promote teacher leadership. Only when teachers are involved in instructional, supervisory, organizational, administrative, community, and political leadership, will they emerge as teacher leaders.

Socialization into the leadership role begins early and continues throughout a teacher's career. Teacher educators provide pre-service teachers with their first exposure to their leadership responsibilities and potential opportunities as teacher leaders. As they begin their careers, teachers must believe they are leaders. As they progress through their career, supervisors and administrators must also promote teacher leadership. Obviously, they will have to value and recognize teacher leadership as a valuable and critical component of the educational system (Barrick, 1988; Barth, 1988; Doyle and Hartle, 1985; Duke, 1984).

Recommendations

Recommendations for further research can be identified as a result of this study. First, while teachers believe teacher leadership behaviors are important, they seldom to sometimes perform those behaviors. Therefore, further explanation as to what contributes to or inhibits the performance of those behaviors should be

sought. Building on the work of Moss and Johansen (1991), consideration of teacher's attributes could be investigated. Another possibility is further investigation of organizational climate. Other dimensions similar to school health or further examination of the sub concepts of school health might help explain the situational factors related to teacher leadership.

In addition to identifying other predictors of teacher leadership, further understanding of the predictors already identified would be beneficial. For example, additional information regarding the current assignment of teacher leaders would be helpful in modifying teachers' job descriptions and making it possible for teachers to share leadership responsibilities within schools. Second, further clarification of the concept of teacher leadership is also necessary to better understand teacher leadership. This study purposefully excluded leadership that a teacher might exercise in the classroom. Teacher leadership in the classroom can be further examined in order to obtain a more accurate understanding of teacher leadership as a whole.

Third, different research methodologies should be employed to investigate teacher leadership. Qualitative research techniques provide the opportunity to ask different questions related to teacher leadership. Posing research questions from an interpretive and/or a critical paradigm would also provide more than a technical view of teacher leadership.

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Table 1:

Additional School Roles of Trade and Industry Teachers

Role	f	%
Vocational Student Organization Sponsor	53	63.1
Head Coach	21	25.0
Assistant Coach	13	15.5
Other	13	15.5
Class Sponsor	8	9.5
School Committee Member	8	9.5
Mentor	6	7.1
School Committee Chair	4	4.8
Drama Coach	1	1.2
Forensics Sponsor	1	1.2
Honor Society Sponsor	1	1.2
Pep Club Sponsor	1	1.2
SADD Sponsor	1	1.2

Table 2:

Relationships Between Performance of Teacher Leadership Behaviors and Personal and Professional Characteristics of Ohio Trade and Industry Teachers[a]

Characteristics	r	p
Teacher Leadership Importance[c]	.59	.01
General Education Local Committee Member[c]	.35	.01
Marital Status[b]	.35	.01
Subject Matter State Committee Member[c]	.24	.05
School Health[c]	23	.05
Children Age 7-11[c]	.22	.05

Note:

[a] n = 84

[b] Point Biserial Correlation Coefficient

[c] Pearson Product Moment Correlation

Table 3:

Stepwise Regression of Teacher Leadership Behaviors on the Significant Independent Variable.

Independent Variable	bk	R2	R2 Change	F
Teacher Leadership Importance	.693	.348	.348	43.73
Marital Status	.319	.401	.053	27.16

Personal Characteristics

Gender
Marital Status
Education
Race
Age
Number of Children

Professional Characteristics

Type of School
Current Assignment
Location of School
Availability of Aide
Number of Years Teaching
Number of Students in School
Number of Additional Roles
Subject Matter Area Taught
Organization Involvement

School Health

Academic Emphasis
Consideration
Principal Influence
Morale
Initiating Structure
Resource Support
Institutional Integrity

Teacher Leadership Importance

Administrative
Community
Educational/Instructional
Organizational
Political
Supervisory

Teacher Leadership Performance

Figure Caption

Figure 1. Predictors of Teacher Leadership Behaviors of Trade and Industry Teachers